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ABSTRACT

Differences of language often mirror differences in values and worldviews. An examination of the languages of business and education shows that if people really want to run an educational institution "like a business," there is a serious semantic problem. This book illustrates the problems that arise when familiar words have different connotations for different users, looking carefully at the languages of business and education. The book also examines the beliefs of two major American institutions responding to late-20th-century change in characteristically different ways, and unmasks the illusion that Americans have a common language. In order to think intelligently about how best to prepare the next generation for productive lives, it is necessary to define both the relationship between business and education and its proper limits. The book combines the features of a dictionary, with alphabetically arranged entries, and an interconnected series of essays. Questions for discussion conclude each of the 24 sections. Appendices contain topical guides. (LMI)

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